

OPI Statewide Assessment Conference



AYP A to Z

Presented by
Nancy Coopersmith, BJ Granbery and Linda Peterson
April 23-24, 2007
Office of Public Instruction, Linda McCulloch, Superintendent
www.opi.mt.gov

Session Objectives



All attendees will understand:

- Requirements of the NCLB Act of 2001 for accountability determinations for all schools and districts;
- Two processes used to make determinations of Adequate Yearly Progress
- Interrelationship of federal law and the Effectiveness Reports of the Five-Year Comprehensive Education Plan

Goal



- The ultimate goal of each state's accountability system must be to ensure that all students will reach the "proficient" level of achievement within 12 years of the enactment of the law (2013)



Standards and Assessments

- Academic content standards and student achievement standards apply to all public schools and all children in the state enrolled in public schools
- Subject Areas and year standards must be in place:
 - Math and reading or language arts (2002)
 - Science (2005-2006)



Why Do We Need Academic Standards?

- They set goals and a plan for meeting the goals
- Help schools send a message that *all* students are expected to gain certain knowledge
- Help teachers to focus on teaching a specific body of knowledge and skills



Why Do We Need Academic Standards?

- Help coordinate what is taught in different classrooms
- Help the school select teaching materials and textbooks
- Help schools and parents determine what they each can do to help students
- Provide a way to measure student progress



Academic Assessments

- Norm-Referenced Test – The Iowa Tests (MontCAS Phase 1) grades 4, 8, and 11 (contract ends spring of 2007; used only in Small School Accountability Process (SSAP))
- Criterion-Referenced Test - Measured Progress (MontCAS Phase 2) Math, Reading /Language in grades 3 – 8 and 10 as of spring 2006 – used in both calculated and SSAP



Academic Assessments

- Spring 2008 assessment in science (not for AYP)
- National Assessment of Educational Progress (NAEP) grades 4 & 8 (every other year; not used for AYP)



Academic Achievement Standards Degrees

- Novice
- Nearing Proficiency
- Proficient
- Advanced

Adequate Yearly Progress (AYP)

- SEA must define AYP according to NCLB
 - Participation Rate for Students Tested
 - NCLB requires that 95 percent of all students enrolled must be tested
 - Academic Indicators – reading and math achievement
 - Other Academic Indicators
 - Attendance Rate K-8
 - Graduation Rate 9-12

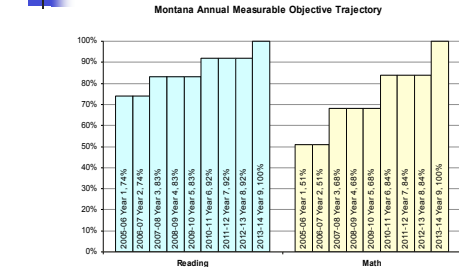
Four Major Subgroups

- Annual measurable objectives must apply to all students, including
 - Economically disadvantaged students;
 - Students from major racial and ethnic groups;
 - Students with disabilities ; and
 - Students with limited English proficiency

Accountability & Adequate Yearly Progress (AYP)

- A single accountability system-regardless if eligible for Title I
- Establish timeline, not to exceed 12 years
- Determine “starting point”
- Set intermediate goals of 3 years or less to reach 12 year target
- Define annual measurable objectives with the intermediate goals

New starting points, annual measurable objectives and intermediate goals




LEA must make two requirements to meet AYP

- A school must ensure that 95 percent of students in each subgroup take the assessment
- The school as a whole and each subgroup must meet "measurable objectives" in reading and math


"Safe Harbor" Provision

"Safe harbor" provision... if a subgroup makes significant progress in a subject (decrease of 10 percent in "not proficient" from preceding year) and made all the other academic indicators then they make AYP through safe harbor




Special Rules – approved in MT’s Accountability Workbook

- The SEA may average up to 3 years of test score data and use the best of the results.
- The SEA may average up to 3 years of participation data and use the best of the results.




Special Rules – approved in MT’s Accountability Workbook

- 1% rule (SWD)
- 2% rule (SWD)
- Confidence Intervals
 - 95%
 - 99%




Report Cards

- SEA/LEA are on the OPI website as of January 2004
 - Must include:
 - Information on student achievement on state assessment that is disaggregated by subgroup and by achievement levels
 - Information on the professional qualifications of teachers in a LEA/SEA
 - Indicate the percentage of schools identified for improvement



Five-Year Comprehensive Education Plan

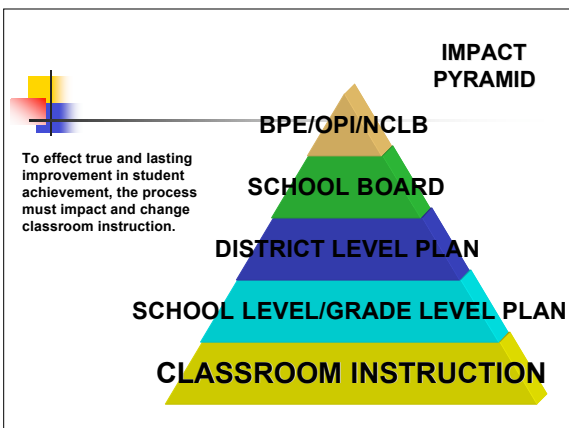
Enabling schools to meet the accountability expectations of the No Child Left Behind Act 2001

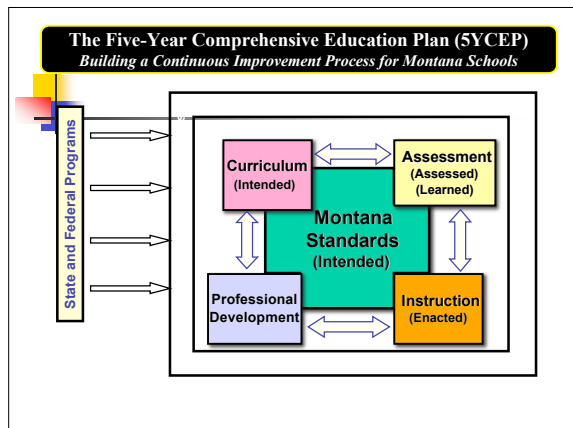


Five-Year Comprehensive Plan (5YCEP)

...single plan developed to ensure ongoing continuous academic, social, emotional and physical growth for all students; to ensure ongoing consistent improvement for all schools.

Administrative Rules of Montana 10.55.601






5YCEP Effectiveness Reports

ARM 10.55.601 (3)(c) The Office of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's 5YCEP.

**5YCEP Effectiveness Reports
Dual Purpose**


- Component of the continuous school improvement process for schools and districts
- Component of AYP Small Schools Accountability Process



Montana Small Schools Accountability Process

How does the SEA determine which schools and districts qualify for:


- The Standard AYP process? Or
- The Small Schools Accountability Process?



Montana Small Schools Accountability Process – Phase I

- All Schools and Districts


Compilation of Data
 - Achievement
 - Participation Rate
 - Graduation Rate
 - Attendance Rate



Montana Small Schools Accountability Process – Phase I

Standard AYP Process


- N of 30 or more in the All students group of tested grades of a school (or district) aggregated together, not grade by grade



Montana Small Schools Accountability Process – Phase I

Small Schools Accountability Process

- N of less than 30 in the All students group of tested grades of a school (or district) aggregated together, not grade by grade




Montana Small Schools Accountability Process – Phase II

Small Schools Accountability Process

- CRT Data Review
- NRT Data Review
- Additional Academic Indicators

Subgroup analysis included in all data reviews



Montana Small Schools Accountability Process – Phase III

Effectiveness Report Reading

- Goal(s) Reading, Math, Professional Development, Other*
- Data Analysis
- Course of Action
- Changes/No changes
- Curriculum Development*

*Not considered in AYP determinations



Montana Small Schools
Accountability Process – Phase III

- NRT and CRT Data Review +
- Additional Academic Indicators +
- Effectiveness Report =
- AYP Determinations



Montana Effectiveness Reports –
Feedback

- All schools and districts receive
feedback reports on the Effectiveness
Reports – Date TBA



Montana Effectiveness Reports

- Effectiveness Report will be read on May 1
and 2, 2007, at the Best Western Hotel at the
Great Northern Town Center in Helena
- Volunteers needed – Contact Karol Anne
Pennington at OPI by telephone at 444-3114
or by e-mail at kpennington@mt.gov





OPI Contacts

BJ Granbery – Title I Director
E-Mail bgranbery@mt.gov

William Schauman – Accreditation Accountability Specialist
E-Mail wschauman@mt.gov

Linda Vrooman Peterson – Accreditation Administrator
E-Mail lvpeterson@mt.gov

Nancy Coopersmith – Assistant Superintendent
E-Mail ncoopersmith@mt.gov

